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ABSTRACT

The purpose of this study was to examine the attitudes and opinions of certified school personnel in Pontiac, Michigan after the school district of that city had undergone approximately 9 months of court ordered desegregation. The survey instrument, a mail opinionnaire, used in this study was designed to gather attitude data concerning the following: (a) the desegregation plan and its effects, (b) student interracial and interpersonal relationships, (c) relationships between administrative and instructional staff, and (d) the adequacy of the present school curricula. Results of the study indicate that a difference of opinions, perceptions, and attitudes exists between black and white professionals in the Pontiac schools. (Appendixes include investigation material.) (Author/MJM)

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HOW PONTIAC TEACHERS VIEW THEIR SCHOOLS

A Report Prepared under the Auspices of the

1971-72 Emergency School Assistance Program

School District of the City of Pontiac

Submitted by: Alfred Pavlish and David Kazen,
Department of Research and Development,
School District of the City of Pontiac

August 11, 1972

SP 006 032

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Gratitude must also be expressed to members of the Research and Development Coordinating Committee and the Research and Development Advisory Committee - for their advice and assistance in planning and implementing this study.

Finally, the Department of Research and Development is thankful for the cooperation extended by the staff of the Pontiac Schools Data Processing Center in facilitating the analysis of data.

VERBUM SAPIENTI

It should be understood by the reader of this report that the data and resultant interpretations are generalizable only to the sample who responded. Although indications are that the sample represents the population the authors recommend that caution be used by anyone attempting to characterize all Pontiac educators on the basis of the data...

This study was conducted under the auspices of the Emergency School Assistance Program (ESAP) of the School District of the City of Pontiac as a component of a broad research design to assess the effects of desegregation on that school district.

Purpose

The purpose of this study was to examine the attitudes and opinions of certified school personnel in Pontiac, Michigan after the school district of that city had undergone approximately nine months of court ordered desegregation. The survey instrument, a mail opinionnaire, used in this study was designed to gather attitude data concerning: 1) the desegregation plan and its effects; 2) student interracial and interpersonal relationships; 3) relationships between administrative and instructional staff; and 4) the adequacy of the present school curricula.

Research Design

Subjects

The subjects selected for this study were all those certificated Pontiac school employees who were serving in instructional or support capacity. Included in this population were classroom teachers, resource teachers, librarians, subject area consultants, counselors, school psychologists, social workers, and nurses. Central office administrators and building principals and assistant principals were excluded from the population.

Data Gathering Instrument

The data gathering instrument used in this study was a locally devised opinionnaire entitled "Professional Staff Opinionnaire". The instrument contained twenty-three statements to which the subjects responded by

indicating "Strongly Agree", "Agree", "Undecided", "Disagree", or "Strongly Disagree". A "Don't Know" option was also provided so that subjects who lacked information on which to base an opinion could so indicate.

Item 24 on the instrument related to a possible alternative to busing, required a "Yes" or "No" response and an explanation of the answer.

The twenty-four items addressed four major areas:

1. Desegregation - How do the staff feel about the desegregation plan and its general effect on the school system?
2. Students - How do the staff perceive student achievement, student social interaction and interpersonal relations?
3. Curriculum - Does the school curriculum adequately meet the needs of students?
4. School Climate - How do teachers perceive staff relationships and the general school structure?

In addition to the above mentioned items, the subjects were asked to complete six demographic items: 1) race, 2) sex, 3) position (teacher, counselor, and so on), 4) years of experience, 5) name of school, and 6) whether or not respondent taught at the same school during the previous year.

In order to maintain anomymity, the subjects were advised to leave blank any demographic information which they perceived as possibly identifying them.

Samples of the data gathering instrument and cover letters appear in Appendix A.

Data Collection Procedures

In order to identify the subjects for this study the Pontiac Schools'

Data Processing Center accessed the school system's computerized personnel file and listed all full-time instructional and support staff. The listing was in the form of two complete sets of 953 home address mailing labels.

The initial mailing of opinionnaires was done by U.S. Mail. An envelope containing a "Professional Staff Opinionnaire", a cover letter, and a stamped, addressed return envelope was sent directly to the subject's home.

The second mailing was done through the district's inter-school mailing system. In this instance, opinionnaires, cover letters, and return envelopes were sent in bulk to each school office with instructions for distribution. Returns were also made via inter-school mail.

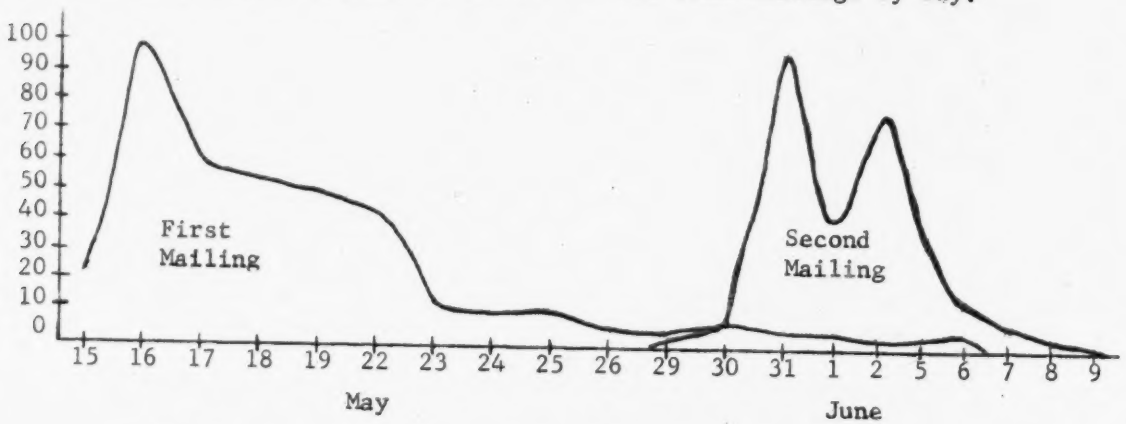
Data Analysis

Two statistical procedures were utilized in analyzing the data. First, frequency counts of responses were computed for each item by total subject population and according to the subgroups identified by the demographic data. This procedure yielded raw counts and proportions. The second procedure involved assigning a value to each possible response. "Strongly Agree" was given a value of 5, "Agree" a value of 4, "Undecided" a value of 3, "Disagree" a value of 2, and "Strongly Disagree" a value of 1. "Don't Know" responses received a value of 0. Then, means and standard deviations of summed values were computed for each item by subgroup. These data were used in computing a t-test to establish strength of agreement within groups and subgroups. A more comprehensive explanation of this concept appears in Appendix B. In addition to the t-statistic, intercorrelations were computed between items and certain demographic responses.

Rate of Return

As was mentioned, the initial distribution of the opinionnaire was accomplished by direct U.S. Mail. This procedure yielded 385 returns or about 40 per cent. The second or follow-up mailing occurred 14 days later and provided an additional 270 returned opinionnaires. This brought the total to 655 completed opinionnaires.

Figure 1 graphically presents return data for both mailings by day.



Dates	First Mailing	Second Mailing
May 15, 1972	24	
16	96	
17	58	
18	52	
19	50	
22	41	
23	14	
24	9	
25	11	2
26	5	5
29	4	94
30	6	39
31	4	72
June 1, 1972	4	37
2	2	13
5	2	5
6	3	2
7		1
8		
9		
	385	270

Some Characteristics of the Sample

In order to approximate the representativeness of the returned opinionnaires, supplemental demographic data were obtained for comparative purposes from the Civil Rights Survey done in Pontiac at the beginning of the 1971-72 school year. Table 1 presents personnel data extracted from that survey. Of the total 945 surveyed personnel, 522 or 71 per cent were white.

	Elementary		Junior High		Senior High		Total	
	No.	%	No.	%	No.	%	No.	%
White	353	67	171	71	148	80	672	71
Black	169	32	68	28	36	19	273	28
Total	522	99+	239	99+	184	99+	945	99+

Table 1 Distribution of Personnel by Ethnicity and Grade Level (Civil Rights Survey, 1971)

Two hundred and seventy-three or 28 per cent were black. At the elementary level, 67 per cent of the staff were white and 32 per cent black. At the junior and senior high levels, the proportions of black staff were 28 per cent and 19 per cent, respectively.

Based on a total of 945 personnel identified by the Civil Rights Survey, a return of 655 opinionnaires represents an overall return rate of 69 per cent. Of the 655 returned opinionnaires, about 9 per cent lacked grade level or race identification.

Table 2 provides return rate information comparing the demographic data supplied on the returned opinionnaires to the criteria established by the Civil Rights Survey. It should be noted that some discrepancies in numbers occur here because of incomplete data supplied by the respondent. For example, while a total of 452 opinionnaires were returned by white K-12 personnel,

only 436 (231 + 205) indicated their racial background.

	Elementary Returns K-6		Secondary Returns 7-12		Total Returns K-12	
	No.	%	No.	%	No.	%
White	231	65	205	64	452	67
Black	73	43	48	46	124	45
Total	333	64	272	64	605	64

Table 2 A Comparison of Demographic Data from Returned Opinionnaires and Data Supplied in the 1971 Civil Rights Survey

Table 2 indicates that the highest return rate was that of the white personnel who recorded a figure of 67 per cent. Of all black personnel only 45 per cent responded to the opinionnaire.

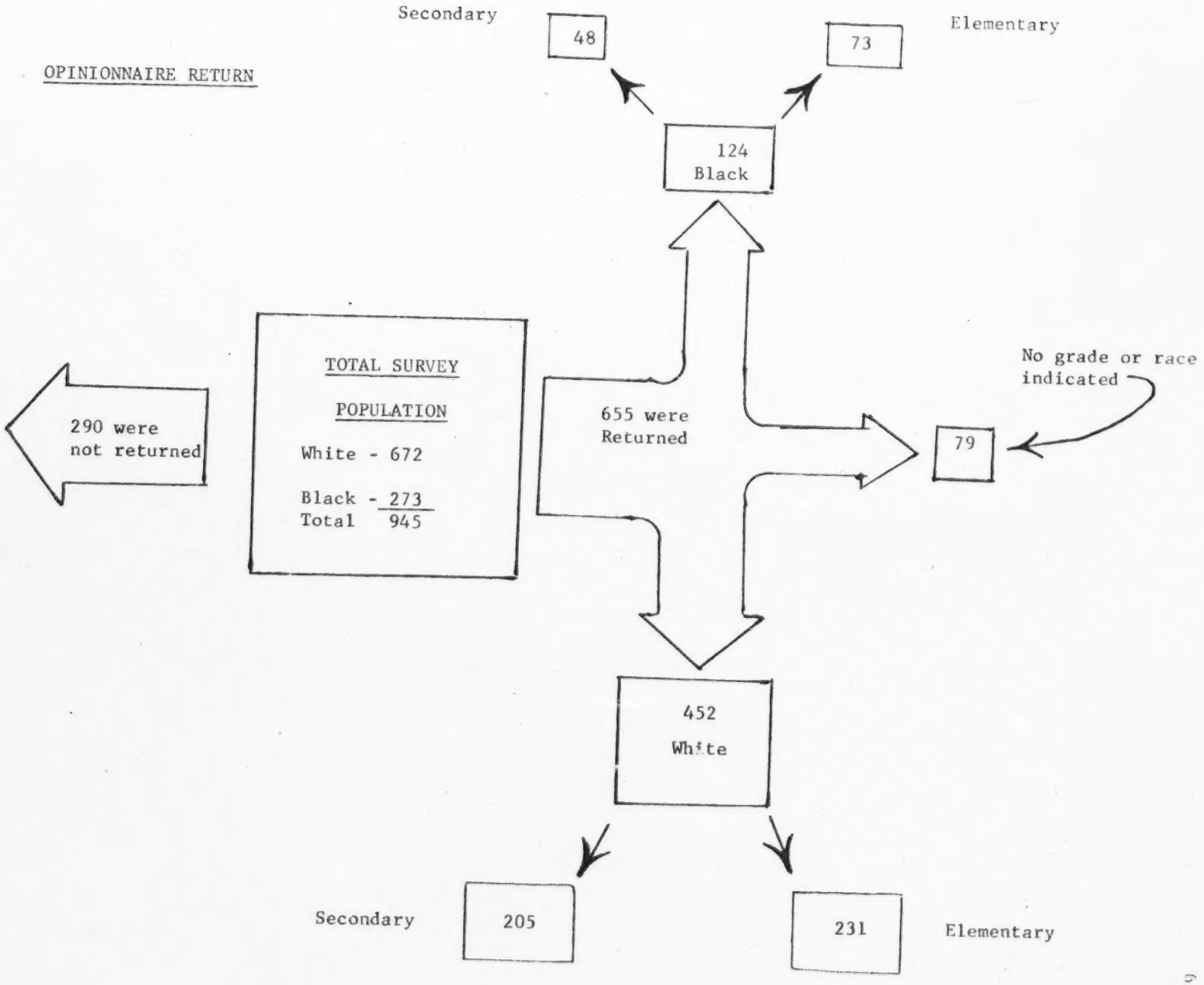
Returns from elementary (K-6) and secondary (7-12) personnel resulted in a return rate of 64 per cent at both of those levels.

Sixty-five per cent of the white elementary personnel and 64 per cent of the white secondary personnel returned the opinionnaire. Black elementary and secondary personnel had return rates of 43 per cent and 46 per cent, respectively.

Although not shown in Table 2, a return rate of 75 per cent was recorded for grades 10-12. It also should be noted that several buildings had a return rate approaching 100 per cent, while one school had no reported participation in the study.

It should be noted that the data extracted from the Civil Rights Survey is not reflective of all employee transfers and terminations throughout the school year. Therefore, some discrepancies are inevitable. Secondly, it

OPINIONNAIRE RETURN

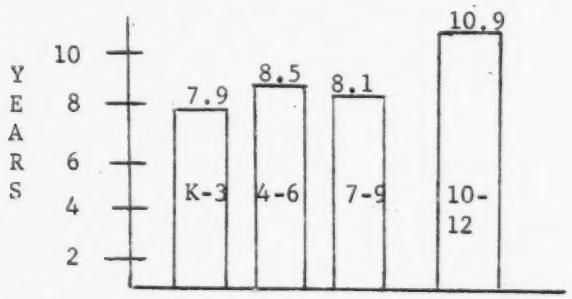


should also be recognized that not all subjects chose to submit complete demographic data on their opinionnaires. Therefore, Table 1 and the resultant narrative describing the subjects of this study are at best estimates and should be regarded as such.

Staff Experience

Another demographic variable which may be reported is years of experience of the respondents. Data reported by the Michigan Educational Assessment Program indicate that the average number of years experience for Pontiac elementary professionals is about 11.

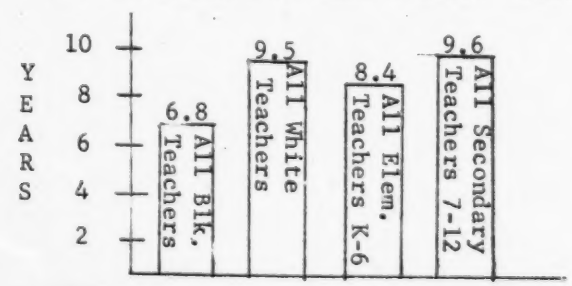
Years Experience by Grade Level



The average years experience reported on the opinionnaire is less than that figure indicating that less experienced or younger professionals tended to be somewhat more responsive to the opinionnaire.

In breaking these data by race and grade level, it was found that of respondents, black subjects tended to have less experience than whites, and elementary subjects less than secondary personnel.

Years Experience by Race & Grade Level



General Findings

This portion of the study provides an overview of the findings based on analyses and interpretations using the t statistic and item intercorrelations. The reporting is done in terms of how subgroups responded to opinionnaire items. The following subgroups are discussed in order:

1. Total White Staff
2. Total Black Staff
3. Total Elementary Staff
4. Total Secondary Staff
5. White Elementary Staff
6. Black Elementary Staff
7. White Secondary Staff
8. Black Secondary Staff

Total White Staff

This group consisted of all white respondents working with children in grades K-12. Sixty-three per cent of these professionals were female and 61 per cent were assigned to grades K-6. The average number of years experience totaled 9.4 for this subgroup. About 60 per cent of these individuals were assigned to the same school last year.

This subgroup agreed that school rules for students are fair. Also, white professionals agreed generally that black students do not get preferred treatment at school and strongly agreed that white students do not get preferential treatment.

White professionals disagreed that more student extra-curricular activities should be offered. In terms of the curriculum, they felt that it meets the needs of the students but also agreed that additional emphasis should be placed on basic skills such as reading and math.

This subgroup strongly disagreed that the news media accurately report what is happening in Pontiac schools.

In general, they feel that the adiminstration has provided adequate support this year and that teachers have a voice in determining building policies.

White staff members are not as optimistic regarding the eventual effects of the desegregation plan as are the black staff.

White teachers had a tendency to agree that teaching was more enjoyable last year than this year and there was strong agreement among this group that they would rather teach in an integrated rather than segregated school.

As with all other groups, white professionals strongly agreed that they, as individuals, are adequately prepared to teach students of different races and cultures but they did not express the same confidence in their colleagues.

The white staff generally agreed that there is no racial tension in their classes, but were not certain whether students of different races were getting along better this year than last.

Total Black Staff

Of the 273 black teachers in Pontiac schools, 45 per cent responded to the opinionnaire. Forty per cent of this subgroup were elementary teachers. The average number of years experience was 6.9 for black staff members. Sixty-five per cent of this subgroup were assigned to a different building last year. Counselors represented 8 per cent of the group. Female professionals comprised 63 per cent of the entire subsample.

Eighty per cent of this subgroup agreed that there was no alternative to busing in achieving equal educational opportunity. Most agreed that students of different races were getting along better this year than last year and that the number of classroom discipline problems did not increase this year. Black professionals strongly disagreed that racial tension exists in their

classes.

As a group, they strongly agreed that the rules are fair for all students and felt that neither black or white students received preferred treatment.

The black subgroup felt very strongly that the desegregation plan will enhance the quality of education in Pontiac. They felt even more strongly that the quality of education has not suffered this year due to the desegregation of schools.

General agreement exists among this subgroup that the Pontiac school district is as good as any other.

As individuals, black educators felt adequately prepared to teach children of different races but they are totally undecided about the capabilities of the staff in general to do the same.

In general, this subgroup felt that more extra-curricular programs should be offered, for students, and that the curriculum is varied enough to meet the needs of all students, even though more emphasis should be placed on basic skills. Black educators also perceived the shortening of the school day from six to five hours as detrimental to the instructional program.

The subgroup was nearly evenly split when asked if they enjoyed teaching last year more than this year, but general unity exists in that they preferred teaching in an integrated school.

Black staff members generally supported the administration and felt that they had a voice in determining school policy.

In short, black professionals were very positive about the desegregation plan and the adequacy of the schools to serve children.

Some Black/White Contrasts

The white professionals in this study strongly agreed that white students did not receive preferred treatment in the schools. Black staff members also supported this notion but to a much lesser degree. White educators tended to feel that the school system has suffered as a result of the desegregation plan. Black teachers, on the other hand, strongly disagreed that the quality of education has suffered in Pontiac and were, in general, very optimistic in terms of what might be the future effects of desegregation.

Total Elementary Staff

Three hundred and Fifty-three completed opinionnaires were returned by the elementary staff (K-6 professionals). Ninety-five per cent came from teachers, 80 per cent were female and about 67 per cent were white. The average number of years experience for this group was 8.5.

As a group, the elementary staff strongly denied that white students get preferred treatment in the schools. They felt similarly about black students, but not as forcefully. Overall, this group perceived no racial tension in their classes.

Elementary personnel were very confident that school rules are fair and that there had not been an increase in the number of discipline problems in their classroom this year.

They generally agreed that they would rather teach in an integrated school and that, as individuals, they feel adequately prepared to teach children of different races and cultures. However, there is some concern among this subgroup regarding the total staff's capabilities in this regard.

Cirriculm offerings are varied enough for all students according to the elementary personnel. However, they felt that more extra curricular activities should be offered to the students, and that more emphasis should be placed on the basuc skills.

Elementary teachers and counselors were generally undecided as to whether or not Pontiac Schools are as good as other districts. None-the-less, general agreement existed within this staff that the desegregation plan will enhance the quality in education for all children.

About half of the elementary staff felt that there is a better alternative to bussing. The most often mentioned alternative named was open housing. most often responses referred to improving the quality of teaching, teachers and facilities.

The elementary staff were of the opinion that the news media do not accurately report what occurs in the schools.

The professionals at the elementary level agreed with the statement "students of different races are getting along better at my school this year than last," and do not agree that the quality of education has suffered this year as a result of desegregation.

The data collected form the elementary staff indicate that professionals who felt that black students get preferred treatment frequently preferred not to teach in an intergrated school. Further, many teachers who felt that the quality of education has suffered would prefer to teach in a segregated school.

Total Secondary Staff

The total secondary staff subgroup included grades 7-12. Of the 184 staff returning the opinionnaire 93 per cent were teachers, 42 per cent male and 75 per cent were white. The returned opinionnaires were about equally distributed between junior high and senior high schools. The average number of years experience was about 9.4 for this group.

As with the elementary staff, this subgroup strongly felt that white students do not get preferred treatment, however, they do not agree as to whether or not black students are getting preferred treatment.

They felt, as individuals, adequately prepared to teach students of different races. They are, however, not as confident about others as they are themselves. Strong feeling existed among this subgroup that the teaching of basic skills should receive additional emphasis. Secondary professionals, however, did not agree that additional extra curricular activities should be offered for students.

In terms of the operation of the school, secondary teachers and counselors felt that administrative leadership was adequate and that the rules of the school are fair.

This subgroup exhibited general disagreement that black and white students are getting along at school. About fifty per cent of the secondary staff indicated that racial tension exists in their classrooms.

When asked whether shortening the school day from six to five hours would adversely affect the education program, just as many secondary personnel responded negatively as affirmatively.

This subgroup also felt that the news media do not accurately report what is happening in the schools.

On the whole, the secondary staff felt that they would rather teach in an integrated school than in a segregated school, and that the desegregation plan will eventually have a positive effect.

Elementary/Secondary Contrasts

In general, the elementary and secondary staffs responded similarly to the opinionnaire. Areas of significant difference are generally those which relate to racial questions. The secondary staff seemed to regard race as a more serious factor than did their elementary counterparts. For example, the secondary teachers felt more strongly that racial tension existed in their classrooms than did elementary teachers. Secondly, the secondary staff more strongly supported the feeling that black students received preferential treatment than did the elementary staff.

White Elementary Staff

The typical white elementary teacher who responded to the opinionniare had 8.6 years experience. Eighty-two per cent of them were females, and 53 per cent were not assigned to the same school last year. Teachers comprised 93 per cent of the total group.

The white elementary staff were generally positive in terms of student conduct and interactions. They disagreed that racial tension existed in their classrooms, but tended to admit that the number of discipline cases had increased this year. While they disagreed that black students get preferred treatment in the schools, they were more certain that white students do not get preferential treatment. There was strong agreement among this subgroup that the rules for student conduct are fair and there was somewhat of an agreement that students of different races are getting along better this year than last.

The white elementary personnel felt that more emphasis should be placed on teaching basic skills, even though they were satisfied that the curriculum offerings are varied enough for most children. While this subgroup felt that, over the long run, the desegregation of the schools would enhance the quality of education for all children, they showed general disagreement among each other when asked if the quality of education suffered this year because of the desegregation of the schools.

White elementary teachers felt that the teaching staff are adequately prepared to work with culturally different children and they strongly agreed that they, as individuals, are adequately prepared to deal with students of different races and cultures. Generally, these professionals would rather teach in an integrated school than in a segregated one.

Among this subgroup there was a definite tendency to indicate that last year's teaching was more enjoyable than this year's.

Administrative leadership and teacher involvement in determining building policy were acceptable this year, according to the white elementary staff.

Forty-two per cent of this subgroup indicated that there is a better alternative than busing to achieve equal education opportunities.

Intercorrelations of Items

Several opinionnaire items correlated with item number 1, which stated "Students of different races are getting along better this year than last year." Those who agreed with this statement also tended to indicate that:

1. The quality of education has not suffered this year;
2. Over the long run the desegregation of the schools will enhance the quality of education;
3. The number of discipline problems has not increased this year;

4. Racial tension does not exist in the classroom; and

5. They would rather teach in an integrated school than in a segregated one.

Item 12, which stated that the number of discipline problems has increased, also correlated highly with items 8, 9, 21, and 22. Those professionals who perceived an increase in classroom discipline problems generally also

- found last years teaching experience more enjoyable;
- thought that the quality of education has suffered because of the desegregation plan;
- perceived racial tension in their classroom; and
- preferred not to teach in an integrated school.

The data also indicated that those who preferred to teach in an integrated school saw little racial tension in their classes and generally disagreed that black students get preferred treatment.

Staff morale and good administrative leadership were found to be highly correlated.

Black Elementary Staff

Of the 73 black elementary teachers who responded to the opinionnaire, 76 per cent were female. The average number of years experience was almost seven. Seventy - one per cent of this subgroup were not assigned to the same building last year.

As a group, black elementary personnel exhibited a rather positive attitude toward the desegregation plan. They indicated that students of different races are getting along better this year than last year, preferential treatment was not given to either white or black students, and that teaching was not necessarily more enjoyable last year. They strongly disagreed that the quality of education has suffered this year and agreed that

over the long run, the desegregation plan will enhance the quality of education for all children. Further, black elementary staff members disagreed that the number of discipline problems had increased this year and that racial tension existed in the classrooms.

They felt that the schools should offer more extra curricular activities and more emphasis should be placed on the teaching of basic skills. When asked to compare their school district, black elementary professionals rated Pontiac as good as any other district. They also indicated that they would rather teach in an integrated school than in a segregated one.

Black personnel at the elementary level strongly agreed that the rules regarding student conduct are fair and felt that the news media do not accurately report what is happening in the schools.

While this subgroup did not agree regarding the adequacy of the teaching staff to deal with students of different cultures and races, they, as individuals felt very adequate.

Eighty-two per cent of the black elementary staff said there is no better means of achieving equal education than busing.

Intercorrelations of Items

A fairly high correlation occurred between the assessment of administrative leadership and staff morale in this subgroup. That is, those who regarded the administrative leadership as good, also perceived staff morale as being good.

Those who felt that black students get preferred treatment, also felt that the desegregation plan will not enhance the quality of education.

Those staff members who felt that the number of discipline problems increased this year also said that racial tension existed in the classroom.

Black/White Comparisons Among the Elementary Staff

The area of greatest difference among black and white elementary personnel was the perception of white student treatment. The black professionals disagreed that white students get preferred treatment, but not as substantially as did the white teachers.

A significantly higher number of white teachers indicated that teaching was more enjoyable last year than this year.

While a very slight tendency existed among the white teachers to indicate that the quality of education has suffered this year, the black teachers strongly disagreed with that statement.

In the area of discipline, indications are that white teachers have experienced additional classroom problems, while black teachers experienced a decrease.

White Secondary Staff

Of the 319 white secondary staff members, 205 returned the opinionnaire. The average number of years experience was 10.27. About 70 per cent were assigned to the same building last year. Approximately 54 per cent were assigned to grades 10-12 and 42 per cent of those who responded were female.

Of all items on the opinionnaire the one displaying greatest staff uninimity regarded whether or not white students received preferred treatment. Above 90 per cent of this subgroup disagreed that white

students get preferential treatment. The equivalent item relating to black students indicated that the white secondary staff perceived black students as getting preferred treatment. Little agreement existed as to whether students have a voice in policy-making, but in general the white secondary staff agreed that the rules governing student behavior are fair.

The data indicated that this subgroup was nearly evenly split on the two items dealing with student interracial relations. These two items were concerned with how students of different races were getting along this year, and the existance of racial tension in classes.

A slight disagreement occurred when the white secondary staff were asked if the number of discipline problems had increased this year. About as many agreed as disagreed.

In terms of the school program, again the staff was nearly evenly split as to whether more extra curricular activities should be offered. Very strong agreement occurred on the item suggesting that more emphasis should be placed on basic skills. A nearly even split resulted on the item which asked whether or not shortening the school day from six to five hours had been detrimental.

White secondary staff members perceived the desegregation plan as having a negative effect on the quality of education in the schools; however, they also felt that, over the long run, desegregation would enhance the quality of education. Strong agreement existed among this subgroup in that they preferred to teach in an integrated school rather than in a segregated one.

Further, they strongly disagreed that the news media accurately report what is going on in the schools.

Intercorrelations of Items

A very high correlation occurred between items 8 and 12, a fact which indicates that the teacher who had more classroom discipline problems this year enjoyed his job more last year. A perceived increase in discipline problems also correlated highly with a feeling that the educational program has suffered due to desegregation.

A high correlation between staff morale and having a voice in policy-making resulted, indicating that those professionals who felt staff morale low also felt they lacked adequate voice in decision making.

White secondary staff members who felt that the educational program suffered also perceived black students as receiving preferred treatment.

Staff members who saw students as getting along better this year than last reported that:

1. teaching was not more enjoyable last year than this year;
2. the quality of education has not suffered this year;
3. desegregation will eventually enhance the quality of education;
4. the number of discipline problems has not increased this year; and
5. they would rather teach in an integrated school than a segregated one.

Black Secondary Staff

The average black secondary teacher reported 6.4 years experience in Pontiac. Of the 48 black professionals who responded, 38 per cent were female and about 90 per cent were teachers. Forty-three per cent were

assigned to the same building last year and 41 per cent were assigned to grades 10-12.

The attitude of the black secondary staff toward the desegregation plan was very positive. They perceived students as getting along better this year than last and were in strong agreement that the educational program has not suffered, and the desegregation plan will, over the long run, enhance the quality of education. There was also somewhat of an agreement that the Pontiac school system ranked as well as any other school district. This subgroup strongly agreed that they would rather teach in an integrated school than in a segregated school.

According to the black secondary staff, neither white or black students get preferred treatment, the number of discipline problems has not increased this year, and racial tension does not exist in the classroom. They considered the rules for student conduct as fair, but exhibited some disagreement as to whether or not students have enough voice in policy making.

A general feeling existed among this subgroup that more extra curricular activities should be offered to the students. Also, these professionals agreed that more emphasis should be placed on basic skills and that the curriculum offerings are varied enough for all students.

The impression of black secondary staff is that the shortening of the school day from six to five hours has had a detrimental effect on the instructional program.

As individuals they felt adequately prepared to teach students of different cultures and races, but disagreed as to whether the staff as a whole are capable.

Seventy-six per cent of this subgroup maintained that there is no better alternative than busing to achieve equal education for all.

Intercorrelation of Items

Those professionals who felt that students are getting along better this year than last also said that:

1. black students are not getting preferred treatment; and
2. they preferred teaching in an integrated school.

Staff members who indicated that the desegregation plan will enhance the quality of education also stated that:

1. discipline problems have not increased this year;
2. black students do not get preferred treatment; and
3. they would rather teach in an integrated school.

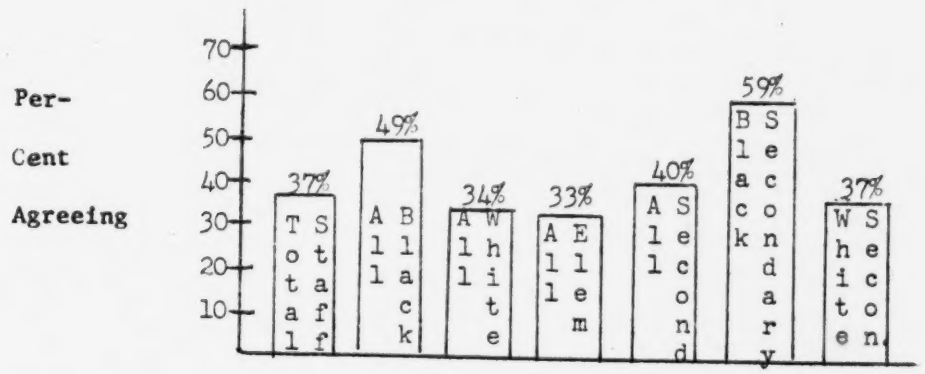
Those staff members who have experienced additional classroom discipline problems also felt that black students get preferred treatment.

Analysis by Item

This section of the study is an item by item analysis of responses. Results are reported in proportions (per cents) by the various sub-groups. In addition, samplings of written comments from respondents are reported verbatim, for certain items.

Related items are grouped together, and do not necessarily appear in numerical order.

Item 1: Students of different races are getting along better this year than last.



Comments

"No basis for comparison - last year I taught in an all white school." [White elementary teacher]

"I wasn't at this school last year, so I can't really judge." [black elementary teacher]

The two comments above are most representative of those elicited by this item.

"the children at our school are getting along very well together. The only fights are between Whites and Whites and Blacks and Blacks." [black elementary teacher]

"Left to themselves, children have little problem living and working together. Where parents have strong negative feelings, children tend to exhibit their (the parents') feelings." [white elementary teacher]

Item 12: The number of discipline problems in my classroom has increased this year.

	Total Staff	All White	All Black	Total El. Staff	Total Sec. Staff	White El. Staff	Black El. Staff	White Sec. Staff	Black Sec. Staff
Per Cent Agreeing	39	44	17	45	31	51	24	36	8
Percent Disagreeing	51	46	74	47	57	42	69	51	79

Comments:

"Education requires discipline. Discipline in the Pontiac Schools is vanishing, so goes education." [white male senior high teacher]

"No discipline. Children run, jump, slide, climb drapes in halls and all over building. I believe Administrator is unprepared to handle such a position." [white female elementary teacher]

"The discipline and respect in my school is at its lowest level since my arrival in Pontiac." [white female Kindergarten teacher]

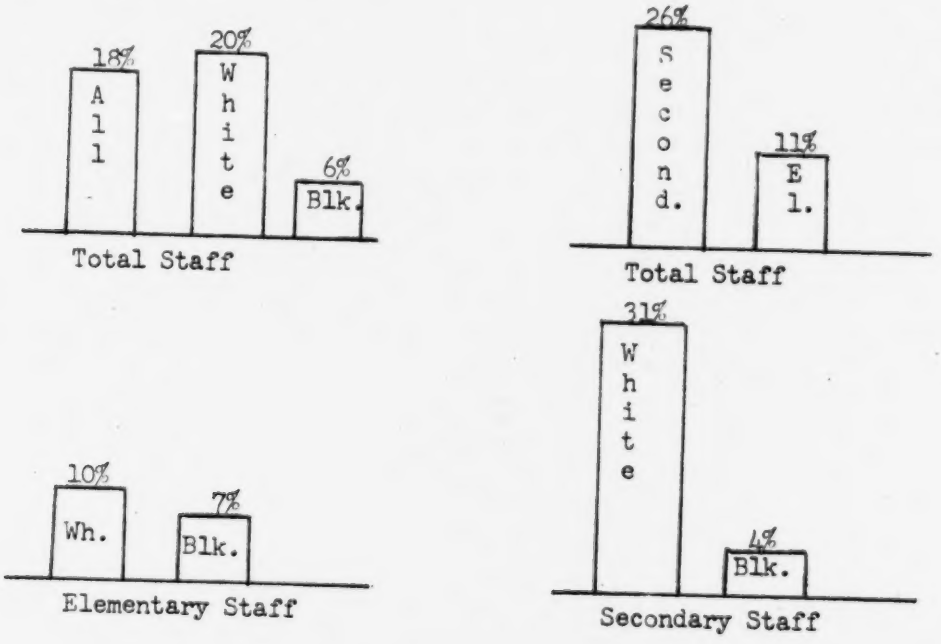
"From a discipline standpoint this has been my easiest year in Pontiac." [white female teacher]

"Kids are great but where are a lot of the absent ones?" [white female senior high teacher]

"I can remember days when the teaching methods were useless because of lack of control. Now its like heaven to those who spent two or more years here." [black junior high teacher]

Item 14: Black students at my school get preferred treatment.

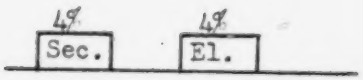
Per cent agreeing:



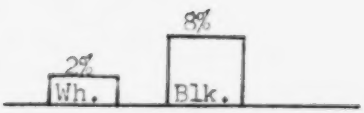
Item 3: White students at my school get preferred treatment.

Per cent agreeing:

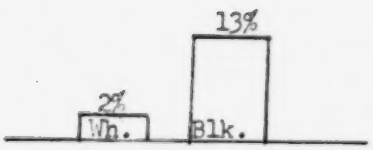
Total Staff



Total Staff



Elementary Staff



Secondary Staff

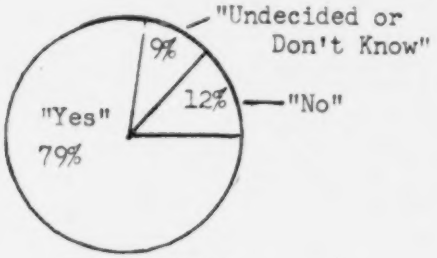
Comments

"No one gets special treatment - anyone does anything they (sic) please." [white junior high male professional]

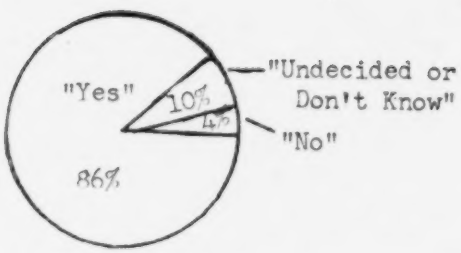
". . certain teachers I'm sure do give preferred treatment to white children in their room." [white male elementary teacher]

". . . depends on teacher involved." [white female senior high teacher]

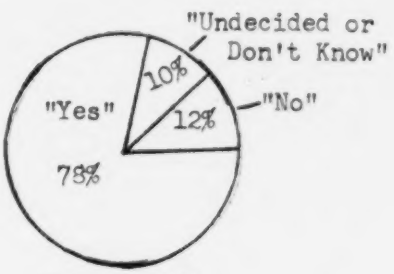
Item 17: The rules for student conduct are fair at my school.



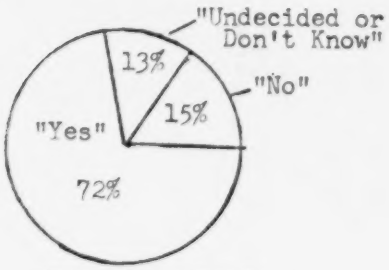
Total Staff



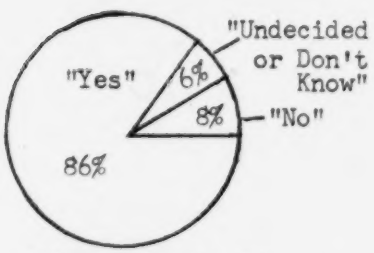
Black Staff



White Staff



Secondary Staff



Elementary Staff

Comments

"We don't have rules." [white senior high teacher]

"Rules for student conduct are too lax." [black junior high teacher]

". . .depends on who administers . . . It has improved over last year." [white female senior high teacher]

"It's hard to determine what the rules are." [white male senior high teacher]

"School Board must lay out and back student responsibility to school and school property." [white male junior high teacher]

"Rules are not clearly established or adhered to." [white female teacher]

"Many teachers would like to get out of Pontiac due to lack of policy on student behavior and attendance." [white male senior high teacher]

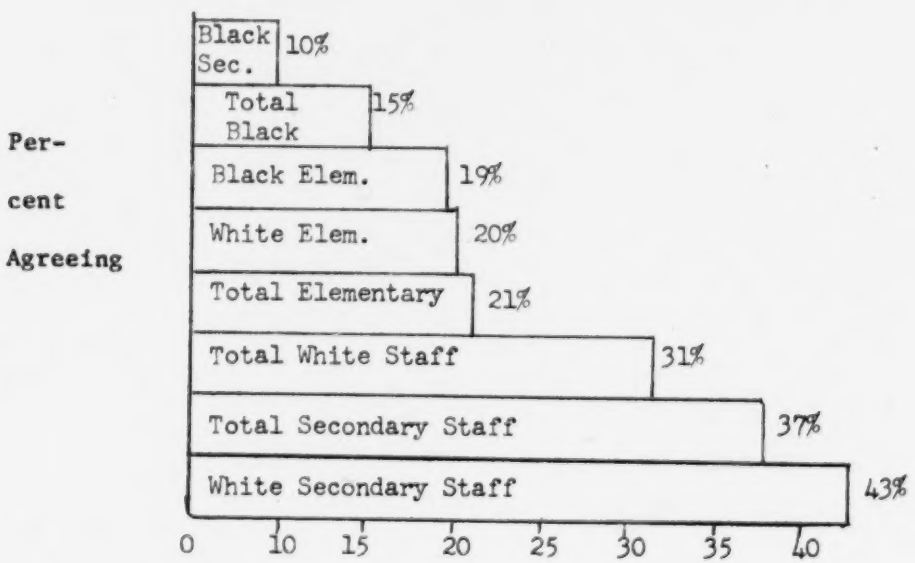
Item 7: Students at my school have a voice in determining the policies which affect them.

	Total Staff	All Black	All White	All Elem.	All Sec.
Agree	38%	34%	37%	28%	48%

Item 15: Teachers at my school have a voice in determining building policies.

	Total Staff	All Black	All White	All Elem.	All Sec.
Agree	66%	67%	67%	71%	61%

Item 21: Racial tension among students exists in my classroom.



Comments

"I don't feel the racial tension here this year - not even what you could call an undercurrent." [white senior high female teacher]

"Racial tensions come and go in the room. It is a great deal easier than I expected." [white primary teacher]

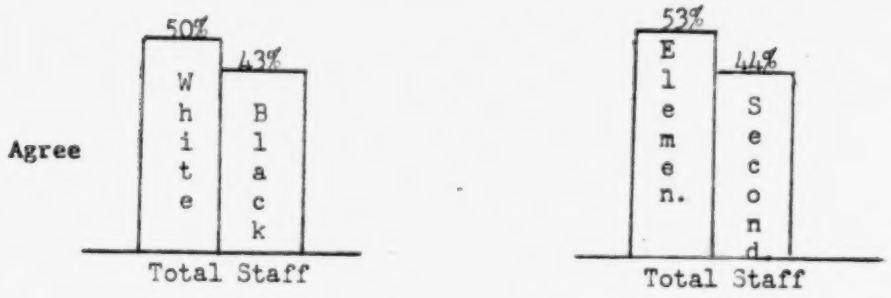
"I feel both students and staff are doing a better job this year, and are happier and better off from a human relations standpoint." [white male elementary teacher]

"Some racial tension - but not much." [white junior high teacher]

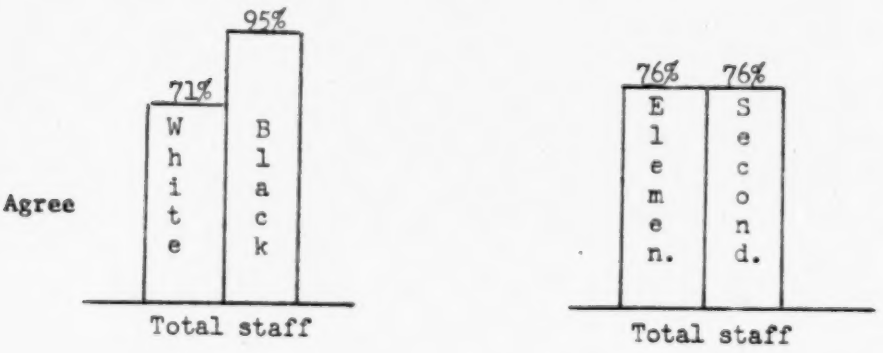
"At times it's dependent upon what's happening outside in the community." [white senior high teacher]

"Not at this time in the school year." [white teacher]

Item 2: The teaching staff at my school is adequately prepared to work with culturally different children.



Item 20: I feel adequately prepared to teach children of different races and cultures.



Comments

"I have witnessed some incidents that lead me to believe some teachers are not so prepared, but I am impressed with the effort many teachers are making to understand children." [white junior high teacher]

"If the black 'culture' . . . includes . . . flagrant disobedience, rude talking back, obscenity verbal and physical, threats of physical violence. . . . then I am sure most staff members are inadequately prepared." [white female upper elementary teacher]

"Something more should be done to teach students how to read. Nearly all problem students are the ones who cannot do the classwork . . . " [black male junior high teacher]

". . . We had Federal and State-funded courses in the urban child's needs . . . No wonder teachers at the non-black schools were not 'urban-school ready' emotionally." [white female elementary teacher]

"How can I respond in evaluation of my own ability to teach blacks and chicanos when I am neither and speak neither (?). I do a good job teaching hillbillies. Since this is so, shouldn't I be teaching in a segregated hillbilly school?" [white male senior high teacher]

"Many teachers are not adequately prepared to teach children of different races and cultures. Perhaps a methods course in the above would be helpful." [white male elementary teacher]

Item 8: Teaching last year was more enjoyable than this year.

	Total Staff	All Black	All White	All Elem.	All Sec.
Agree	44%	30%	47%	48%	37%

Comments

"Teaching? The only thing the same as last year was the number of students." [white male elementary teacher]

"I have taught in an integrated situation for my 15 years in Pontiac and not all in the same building. Before this I had several years in a WASP situation - It is far, far easier." [white female professional]

"This year has been both a great challenge and a joy. It's been exhausting but rewarding." [white primary teacher]

"We are concluding what, for me, has been the most frustrating year by far in my teaching career." [white male junior high teacher]

"My reason for enjoying teaching so much this year is because for the first time I have been able to work more effectively through a unified department." [black junior high teacher]

Item 16: Staff morale at my school is good.

	Total Staff	All Black	All White
Agree	46%	50%	46%
Disagree	36%	23%	39%

Comments

"We don't know each other. Teachers miss old schools and staff members. . . . Much of the talkativeness has gone from the lounge. One can try to adjust, but you can adjust to just so much." [white female elementary teacher]

"I agree with out teachers; this year has been an unhappy experience in 'baby sitting', few teachers or students have been happy . . ." [white female junior high teacher]

"I know a number of teachers who chose to ignore this (the opinionnaire). The question is why? Would it be used against them? Are they convinced it is merely a bureaucratic exercise? I know that some are not convinced they will have any influence." [white male senior high teacher]

"The one element missing from your instrument is that of teacher insecurity over job lay-offs. This is the third year in a row that we have not known whether we had jobs in the fall." [white male teacher]

"Low morale not due to desegregation, but because of the cut of supportive services, negative feelings of community concerning busing, millage defeat, and nothing more positive in sight for the upcoming year." [white female elementary teacher]

Item 10: The administrative leadership at my school has been adequate this year.

	Total Staff	All Black	All White	All Elem.	All. Sec.
Agree	64%	65%	65%	60%	68%

Comments

"Need a full-time principal, especially with upper elementary grades. Seems the K-3 buildings might be better spot to assign 2 buildings per principal." [white female teacher]

"I no longer feel confident I will be backed by the administration." [white elementary teacher]

"No administrative support. The administrator has not made a single decision." [white female elementary teacher]

"I was undecided about the adequacy of administration because we operate to 'get through the day'. For many this is adequate . . . but I often feel we are neglecting many important phases of education by just surviving." [white male senior high teacher]

"Our principal is great and does a marvelous job." [white female elementary teacher]

"Part time principal (is) never enough!" [white female elementary teacher]

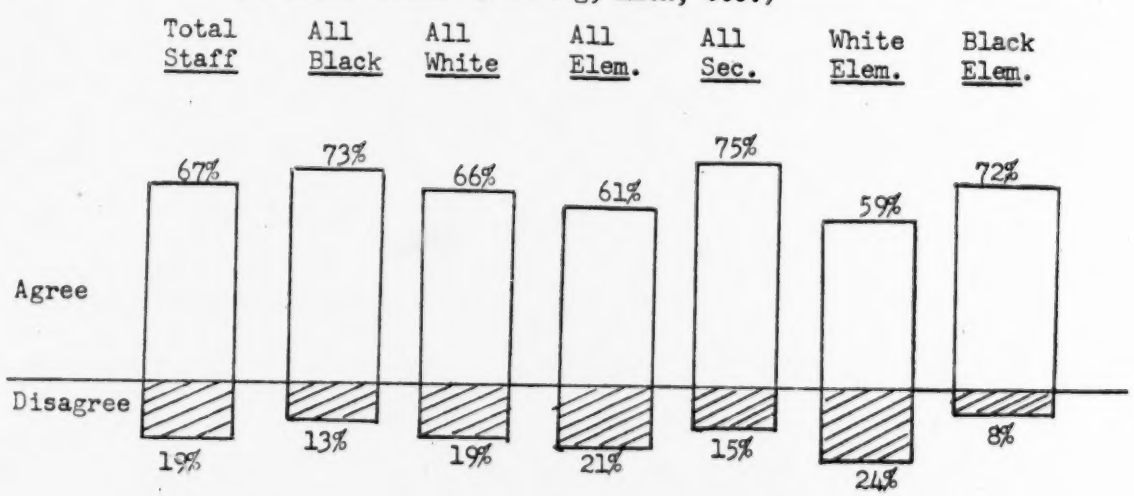
Item 4: My school offers enough extracurricular activities for students.

	Total Staff	All Black	All White	All Elem.	All Sec.
Agree	36%	33%	38%	29%	47%
Disagree	51%	56%	51%	57%	44%

Item 6: The curriculum offerings at my school are varied enough to meet the needs of most children.

	Total Staff	All Black	All White	All Elem.	All Sec.
Agree	61%	70%	60%	67%	57%
Disagree	30%	21%	32%	25%	35%

Item 13: More instructional emphasis should be placed on the teaching of basic skills (reading, math, etc.)



Item 23: Shortening the school day from six to five hours has been detrimental to the instructional program in the junior and senior high schools.

	Total Staff	All Elem.	All Sec.	White Sec.	Black Sec.
Agreeing	29%	20%	39%	38%	45%

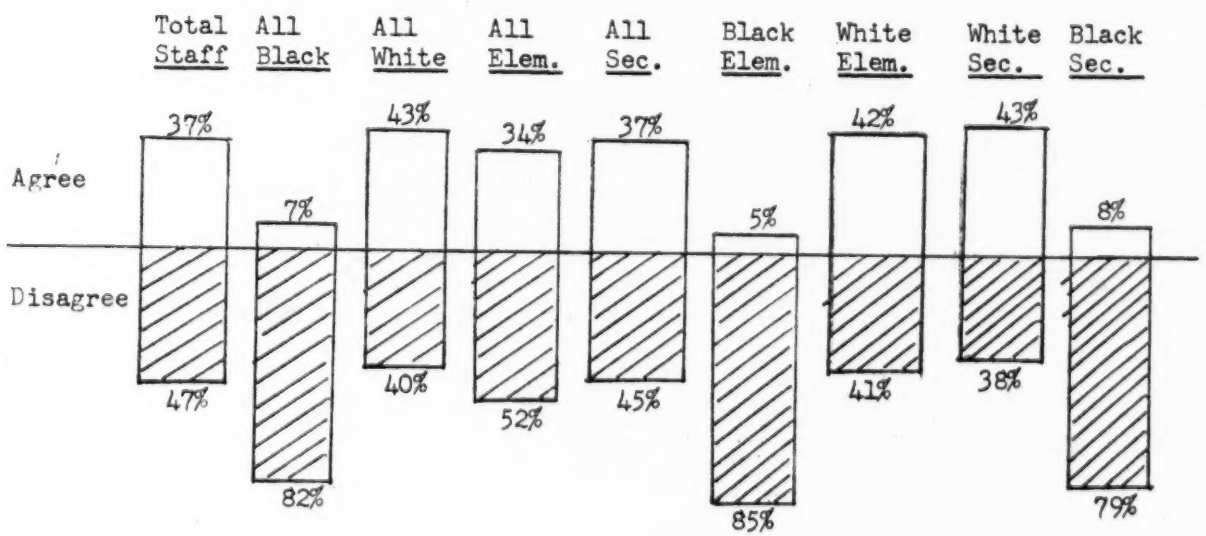
Comments

"Any more cuts in special services and/or other existing programs (i.e. music) would be very detrimental to the students and Pontiac would no longer be supplying a 'quality education'." [white female junior high teacher]

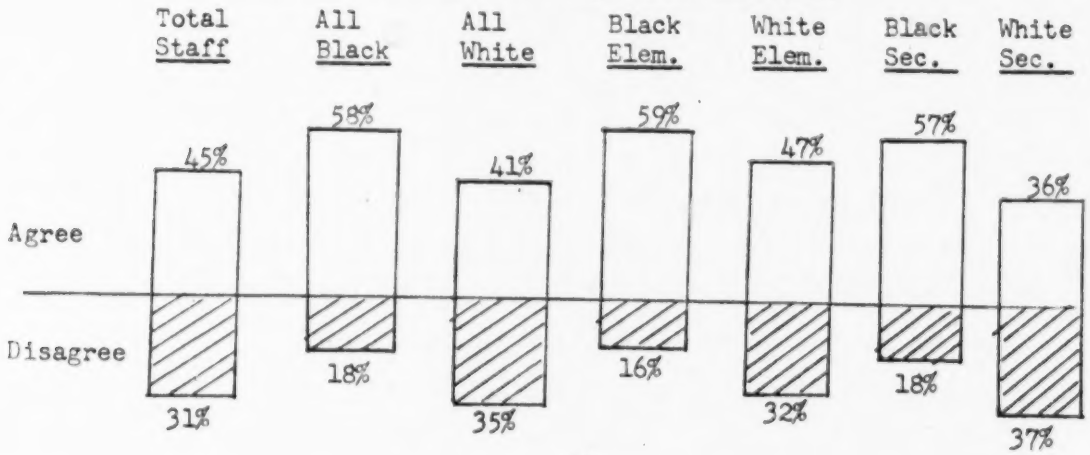
"The 5 hour day at Northern next year will wipe out countless years of progress toward a truly superior school. Budget cuts are unfortunate, but the kids will somehow survive." [white senior high teacher]

"It's great at high school - but I'd like to see the extra classes at junior high. We only dropped study hall and if the 1:00 (o'clock) and after was used effectively it would be even better."
[white senior high teacher]

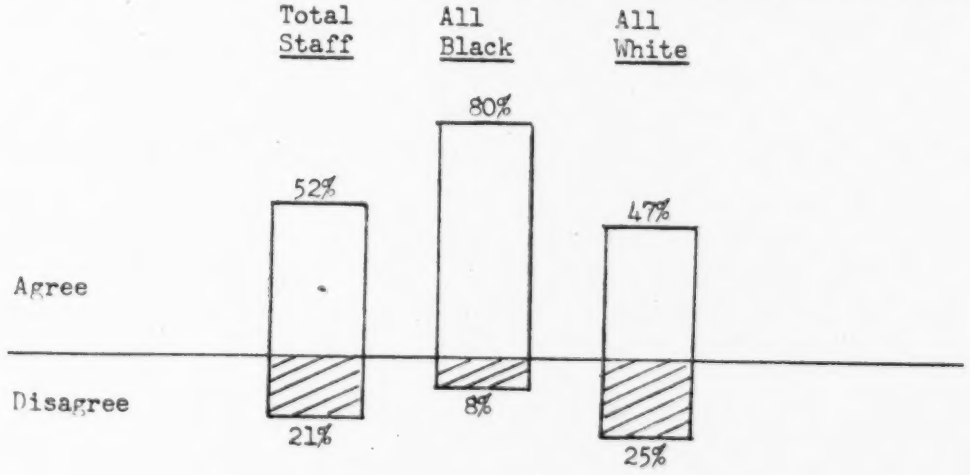
Item 9: This year the quality of education has suffered because of the desegregation of Pontiac Schools.



Item 18: The educational program offered by the Pontiac School District is as good as any other district.



Item 11: Over the long run, the desegregation of Pontiac Schools will enhance the quality of education for all children.



Item 22: I'd rather teach in an integrated school than in a segregated school.

	Total Staff	All Black	All White	Black Elem.	White Elem.	Black Sec.	White Sec.
% Agree	63	80	60	78	58	84	63
% Undecided	17	11	18	13	20	08	16
% Disagree	13	05	15	07	16	--	13

Comments regarding items 9, 11, & 22

"Busing seems to have worked at my school as Blacks and Whites are getting along together." [white junior high teacher]

"I do not believe that the quality of education has suffered because of integration per se, but rather because of the increasingly serious problems of unacceptable behavior and non-attendance or poor attendance which followed the integration." [white female senior high teacher]

"Have seen the self concept of black children gain by bounds in seeing that those white kids in the north end aren't so fantastically better than they are." [white female elementary teacher]

"Actually there isn't integration. Black children play primarily with blacks - black adults associate primarily with blacks."
[white female elementary teacher]

"It's too bad a judge can't order quality education for all. The desegregation and busing issues have been counter productive to some extent by hastening the flight of those families who would help our socio-economic balance; by decreasing community support for the schools, financially and otherwise." [white male junior high teacher]

"I think the quality of education has suffered not because of desegregation but because of the late shift of supplies, the lack of staff orientation, the parental fear, and the uncertainties aroused in the entire community."
[white female junior high teacher]

"I'm afraid the City of Pontiac will become resegregated in a few years if something isn't done to prevent whites from moving out."
[white junior high teacher]

"I feel segregation should not be an issue in education, white or black. Segregation has become more important than education of the student. Where does the government obtain the right to take a student out of a good school and place that student in a so-called poor school(?)."
[white male teacher]

"I feel the 'I' plan is working beautifully with the children, they are getting along fine. It is such a pleasure to work with children from all backgrounds. They are a delight." [white elementary teacher]

"I'd agree with the statement if it said, 'I'd rather teach in a school integrated by housing patterns than in a segregated school."
[white female elementary teacher]

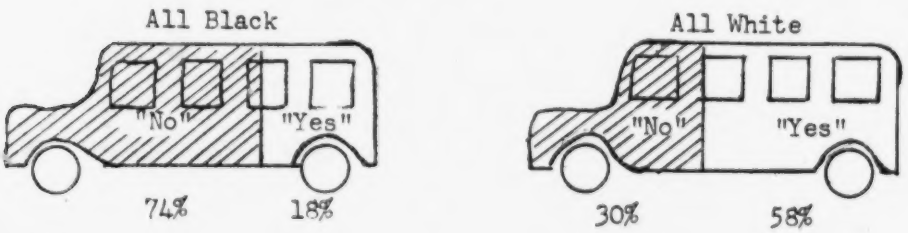
"I feel most of our problems would not have been as severe if: a) the junior highs were 7-8 & 9 schools, b) there had been some attempt to distribute the staffs and administration of Jefferson, Washington, and Lincoln amont the 3 schools . . ." [white junior high teacher]

"I think our problems arise from what I'd call a 'culture clash'. It may be good for all of us in the long run, but surely is difficult at times and interferes with the usual concept of classroom education." [white female elementary teacher]

"I don't know if integration has caused it, but the quality of education in Pontiac has deteriorated to an alarming degree. I assign the blame to poor teaching, careless attitudes on the parts of teachers and students." [white female junior high teacher]

"If the Coleman report is true, I doubt if we will ever significantly raise the educational levels of the present. We simply don't have a majority of upper middle class people to bus around." [white elementary teacher]

Item 24: Do you think there is a better alternative than busing to achieve equal educational opportunity? If "yes", what is that alternative?



Open or integrated housing was the most frequently suggested alternative among all respondents. Other alternatives included:

1. Spending more money in the disadvantaged schools;
2. Establishing a voluntary busing plan or educational voucher system;
3. Transferring "good" teachers to disadvantaged schools;
4. Abolishing the present tax structure and increasing state and Federal assistance;
5. Building low cost housing for minority groups in white neighborhoods, and
6. re-districting of present school boundary lines

Item 19: The news media accurately report what is happening in the Pontiac schools.

	Total Staff	All Black	All White	All Elem.	All Sec.
Agree	13%	16%	11%	14%	11%
Disagree	63%	53%	66%	63%	65%

Item 5: Many of the problems in my building are caused by outside interest groups.

	Total Staff	All Black	All White	All Elem.	All Sec.
Agree	34%	37%	35%	27%	44%

* * * * * * * * *

Summary and Implications

The results of this study clearly indicate that a difference of opinions, perceptions, and attitudes exists between black and white professionals in the Pontiac Schools. On the whole, the responses of black teachers and counselors were more positive than those of their white counterparts. This is especially true of those responses which addressed the issues of student behavior, race relations, and the effects of the desegregation effort. The finding that blacks are more positive than whites is consistent with other attitude research* done in Pontiac during the 1971-72 school year.

The most positive group of Pontiac educators were black elementary teachers, while the most negative or skeptical group were white senior high teachers. Moreover, less experienced teachers seemed to be more optimistic and positive than did more experienced ones.

Over time, one could hope that white teachers would display more positive attitudes. However, certain factors emerged from this study which have immediate implications for improving white teacher attitudes. The single most important area of concern of white Pontiac professionals appears to be student behavior and discipline. The objective data gathered in this study indicate that 44 per cent of all white teachers and above 50 per cent of white elementary teachers perceived an increase in classroom discipline problems. Also, although nearly 80 per cent of <u>all</u> teachers felt that rules for students were fair, many written comments stated that policies regarding student conduct were not clear-

*"Parent Attitudes in the Pontiac, Michigan, School District Toward the Public Schools and Desegregation by Busing", Market Opinion Research, June, 1972.

ly spelled out or consistently enforced for all students. Furthermore, in examining the relationships between items on the opinionnaire it was found that high correlations exist between a perceived increase in classroom discipline problems and opinions regarding effects and success of the desegregation plan. That is to say, teachers (both white and black) who indicated an increase in discipline cases also said that:

1) the quality of education has suffered in Pontiac;
2) racial tension exists in the classroom;
3) the desegregation plan is not successful;
4) teaching was more enjoyable last year; and
5) staff morale is not good.

Obviously, then, given the above and the fact that black and white teachers are perceiving student behavior differently, it is critical that building staffs come together to examine the schools' discipline policies. A careful review (with or without modification) of discipline policies and a commitment to equitable enforcement by both staff and administration seem most desirable at this time.

While a majority of the teachers felt that rules for students were fair, the results of a attitude survey* administered to junior high school students contradicts that notion. Of 2,436 junior high students sampled only 45 per cent agreed with the statement "The rules for students at this school are fair". Broken on racial variables, the data revealed that about 50 per cent of the white students and about 30 per cent of the black students agreed. These dissimilar perceptions would suggest that not only is there a need for staff

*"A Study of School-Related Attitudes of Pontiac Youth, Department of Research and Development, Pontiac Schools, March 15, 1972.

to be involved in a review of the discipline structure, but students as well.

In terms of the present curriculum offered in Pontiac schools, most teachers are satisfied that additional innovation or development is not a high priority. Rather, most teachers felt that more time should be spent in teaching the basic skills such as math and reading.

However, an interesting comparison occurs when comparing opinionnaire items 2 ("The teaching staff at my school is adequately prepared to work with culturally different children") and item 20 ("I feel adequately prepared to teach children of different races and cultures.") While above three-fourths of the respondents were confident in their own abilities, only about 50 per cent had the same faith in their colleagues. Black teachers of all the sub-groups were most confident in themselves and least confident of others. Again, it would seem wise to bring teachers together in an inservice situation to face questions that this comparison implies.

Along the same lines, there is significant evidence that the perception of racial tension increases with grade level. This does not seem to cause problems in the classrooms, however, and the general feeling is that the integration effort is effective in mixing classrooms. However teachers indicate that racial lines are clear and distinct in that students generally do not racially mingle in non-scheduled activities such as lunch, seating patterns, and so on.

In terms of staff morale, about 50 per cent of the respondents indicated that morale was "good" in their buildings. Strong relationships were found to exist between the perception of good morale and the feeling that teachers

had voice in policy making and that administrative leadership was adequate. There seems to be no relationship between a teacher's perception of staff morale and his length of experience; and whether or not he was transferred to a different building for the 1971-72 school year.

APPENDIX A

Pontiac Schools Professional Staff Opinionnaire
May, 1972

Directions: Please read the statements below and check (✓) the response that best describes your opinion. If you feel that your response requires amplification, you may make comments in the margin or in the space set aside for comments. Also, if you feel that this opinionnaire fails to touch on certain subjects about which you have an opinion, please note these in the space provided for comments. If you object to answering an item, leave it blank and go on tothe next. Please return in the provided self-addressed envelope no later than Friday, June 2.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know
Students of different races are getting along better at my school this year than last.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
The teaching staff at my school are adequately prepared to work with culturally different children.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
White students at my school get preferred treatment.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
My school offers enough extracurricular activities for students.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Many of the problems in my building are caused by outside interest groups.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
The curriculum offerings at my school are varied enough to meet the needs of most children.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Students at my school have a voice in determining the policies which affect them.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Teaching last year was more enjoyable than this year.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
This year the quality of education has suffered because of the desegregation of Pontiac Schools.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
The administrative leadership at my school has been adequate this year.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Over the long run, the desegregation of Pontiac Schools will enhance the quality of education for all children.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
The number of discipline problems in my classroom has increased this year.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
More instructional emphasis should be placed on the teaching of basic skills (reading, math, etc.)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Black students at my school get preferred treatment.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Teachers at my school have a voice in determining building policies.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Staff morale at my school is good.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

(over)

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree	Don't Know
The rules for student conduct are fair at my school.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
The educational program offered by the Pontiac School District in as good as any other district.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
The news media accurately reports what is happening in the Pontiac schools.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
I feel adequately prepared to teach children of different races and cultures.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Racial tension among students exist in my class(es).	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
I'd rather teach in an integrated school than in a segregated school.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Shortening the school day from six to five hours has been detrimental to the instructional programs in the junior and senior high schools.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

Do you think there is a better alternative than bussing to achieve equal educational opportunity?

_____Yes _____No

If "Yes", what is that alternative?_____

_____

_____

Level: ____K ____1-3 ____4-6 ____7-9 ____10-12

Race: _____White _____Black _____Latino _____Other:_____
(specify)

THE INFORMATION REQUESTED BELOW WOULD BE HELPFUL TO US IN ANALYZING THE RESPONSES; HOWEVER, IF YOU OBJECT TO THESE ITEMS OR FEEL THAT THEY MAY BE USED TO IDENTIFY YOU, LEAVE THEM BLANK.

Position: ____Teacher ____Counselor Sex: ____Male ____Female

Number of years in Pontiac Schools:_____

Name of school at which you are currently assigned:_____

Were you assigned to the same school last year? _____Yes _____No

Comment(s):_____

_____

_____

_____

APPENDIX B

T-TEST ANALYSIS

All opinionnaire items are stated in a manner which requires a response on a scale ranging from "strongly disagree" to "strongly agree". The mid-point on this scale is a neutral response. This position is one of "undecided", not "don't know" since this option is made available. A value at the mid-point in the scale between "strongly disagree" and "strongly agree" is one which might be the expected or theoretical mean of the proposed population.

Given the mean of all respondents to be $\overline{X}$; M, the mean of the appropiate or hypothetical population (which is 3 by definition), the standard deviation s and the number of respondents N, the t-statistic for this population can be calculated.

The calculation of the t-statistic is done by using the formula

$$t = \frac{\overline{X} - M}{\frac{s}{\sqrt{N}}}$$

Where X = means of the population

M = " " " Universe

s = standard deviation of the population

N = number of subjects in population

Not only does the t-statistic tell us if this group differs significantly from the mean, it also indicates the strength of agreement within that group. The larger the t, the greater the unanimity, since it is a function of the mean and also takes in account the spread of variance of the population.

It should be pointed out that by simply comparing mean or average values for a given item with the t-statistic, different conclusions could be drawn. Consider the following example:

Two separate populations are surveyed to determine how alike they are in their feelings compact cars. In group A, the mean value between strongly disliking, with a value of 1, and strongly liking value of 5 is 4.0

Let us assume that we had the following distribution.

44	strongly liking
25	liking
20	undecided
10	disliking
1	strongly disliking

Yielding a mean of 4.01 or approximately 4.0.

In group B the mean is also approximately 4.0 but with a distribution of

58	strongly liking
1	liking
33	undecided
8	disliking
0	strongly dosliking

If one were to use the mean of both groups to determine if the population are alike in their feelings about compact cars, the answer is yes. But upon examination of the data, it is evident that they are quite dissimiliar.

In population B, the spread of the group is large, therefore the standard deviation is also large. This is evident since there is a larger number both above and below the mean in group B than A: 58 above in group B and 44 above in group A, 33 below the mean in B and 25 below the mean in A.

In the t-statistic, the standard deviation is in the denominator; therefore, the larger the standard deviation the smaller the t. That is to say, that between the two groups, group A would have a larger t indicating that the group is more unified in their feelings than is group B.

In summary the t-statistic not only considers how far from some neutral or standard position a group is, it also describes the unanimity of that population.